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ABSTRACT

Findings are summarized for a survey of 15% of the nation's community colleges which was conducted in 1977 and 1978. The survey investigated types of courses, enrollments, and instructional practices in the humanities, sciences, social sciences, and technologies and evaluated findings in terms of institutional size, location, and governance. The 23 disciplines investigated were agriculture, anthropology, art history and appreciation, biology, chemistry, earth and space science, economics, engineering, ethnic and area studies, foreign languages, history, interdisciplinary humanities, literature, mathematics, music appreciation, natural sciences, philosophy, physics, political science, psychology, religion, sociology, and theater history and film appreciation. For each discipline, the study report presents a one- to two-paragraph discussion on the percentage of colleges offering courses in the discipline: the areas of the country where the courses are most commonly offered: the types of courses offered within the discipline: course prerequisites, if any: enrollment trends: instructional methods and materials used by instructors: and common testing procedures. The report is appended by a table delineating the average percent of class time devoted by humanities and science instructors to 12 learning activities, including lectures, student presentations, and field trips. (JP)

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Instructional Practices in the Humanities and Sciences

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Under grants from the National Science Foundation and the National Endowment for the Humanities, the Center for the Study of Community Colleges surveyed a random sample of 15 percent of the community colleges nationwide in 1977 and 1978. Types of courses, enrollments, and instructional practices in the humanities, sciences, social sciences, and technologies were examined and cross-tabulated according to institutional size, locale, and control. Further analyses were made of each academic discipline. A summary of these analyses, plotted along twenty-three disciplinary lines, is presented here. Aggregate data on instructional practices in all the disciplines accompany the curriculum summaries.

Because of this information on the status of the collegiate function has been drawn from national surveys, it refers to averages and trends. Any single college may exhibit a different pattern, but in general, the data reveal that students in colleges with fewer than 7,500 students rarely have an opportunity to study specialties in the liberal arts.

Agriculture courses were presented in 61 percent of the colleges, most of them in the West, none in the Northeast, a few in the Middle States. Courses in plant, soil, and animal science led the offerings in this category. The larger colleges tended also to offer courses in forestry, wildlife, and fisheries.

Few agriculture courses carried prerequisites; those that did usually required biology, botany, or chemistry. More than half the courses included field trips as part of the student experience, and 37 percent relied also on laboratory work. However, the quick-score test and essay examination were predominant in determining grades.

Females constituted almost one third of the class enrollments and completion rates for both males and females were quite high, 90 percent, compared with 70 percent for the other disciplines in the sciences. Instructors relied on conventional media for the most part, with audiovisual materials, such as slides and films, their only deviation. The instructors tended to be less experienced: one fourth of them had taught less than three years.

Anthropology was offered in less than half the colleges. More likely found in the West than in other regions, courses split about evenly between cultural and physical anthropology. Some institutions merged the two, and a few put them together with sociology into single courses in interdisciplinary social sciences. Whereas, in the 1960s, anthropology had been offered almost exclusively as a course parallel to introductory anthropology courses found at universities, by the late 1970s a few colleges were offering courses that specialized in the anthropology of various groups: American Indians, American folklore, and the anthropology of urban communities. A sizable percentage of the courses were designed for transfer students seeking a breadth course in general education and for adults taking the courses for personal interest.

The instructional procedures used in anthropology courses were similar to those in the other social sciences and humanities except that in 20 percent of the courses the instructors required field trips and student reports rather than quizzes and examinations. Although films and television were used to present concepts in anthropology, four out of every five instructors would have preferred more and better instructional media. These faculty members were concerned about their students' lack of the basic skills necessary to succeed in studying anthropology,

but they did not see stricter prerequisites for their courses as very useful in solving that problem. Course objectives stressed the relation of anthropology to society and to real world issues. The textbooks were frequently supplemented by contemporary journals and newspapers. Few instructors were involved in presenting anthropological concepts to students in the career programs, even though it would seem natural for them to present units on cross-cultural responses to illness and death for students in the allied health programs and units on kinship systems among minority cultures for students in the law enforcement and social welfare programs. If they had, they might have been able to stem the decline in anthropology enrollments, which approximated 10 percent between 1975 and 1977.

Art history and art appreciation were found in around 70 percent of the colleges, strongest in the Northeast, weakest in the South. The average number of art history classes was three per college. Introductory courses, which included general surveys of art and art appreciation, were in most instances chronological tours of the great works. Some specialized courses, such as the history of art in a particular culture, were also seen, but the introductory surveys accounted for 90 percent of the enrollments. Around three fourths of the colleges had introduced new art history courses in recent years, many in an effort to attract minority group students into such classes as Native American, African, and Far Eastern art.

Art history, typically a study of visual material, has been taught traditionally with the use of filmstrips and slides. Some reliance on videotape, film, and recordings was also seen. Because the number of people to whom the visual media are presented is limited only by the

size of the classroom, art history classes tended to be larger than the norm. Many of the instructors were involved in developing art exhibitions to which the general public was invited; 90 percent of the colleges had sponsored at least one such show. These art historians also tended to work with other humanities instructors in developing interdisciplinary courses in which aspects of art, music, literature, and history were woven together. Nonetheless, a 6 percent decline in enrollments in art history was recorded between 1975 and 1977.

Biology was one of the most popular offerings, ranking behind only mathematics and engineering among the sciences. Human biology accounted for 35 percent of enrollments, with introductory biology, microbiology, and zoology following. Reflecting the growth of allied health programs in the colleges, courses in bacteriology decreased notably during the 1970s while anatomy and physiology were on the increase. Nearly half the students in biology courses were science majors, and more than one fourth of the courses tended to be offered in sequence, with nearly half the introductory classes used as prerequisites for the specialized courses in the field. Most colleges had one introductory course for science majors and a different course for students fulfilling a general education requirement.

Biology class sections tended to be quite large with an average of more than thirty-eight students enrolled, far greater than the median class in the collegiate courses. Females outnumbered males by two to one, reflecting the importance of biology in the allied health and nursing programs, which enrolled sizable percentages of women. The lecture-laboratory mode of instruction was dominant, but instructors also used slides, journal articles, and other reference materials. The

use of short-answer tests was the highest among all the fields. Instructors tended to want their students to recall specific information and they also indicated a higher than average concern that their students demonstrate an acquaintance with disciplinary concepts. Even though a sizable percentage of the biology courses was offered for students in programs with selective admissions, more than half the instructors reported that their courses would be improved if students were better able to handle course requirements, and 37 percent were in favor of stricter prerequisites.

Chemistry courses were found in practically every institution, a wide variety of courses being offered. Around one third of the chemistry courses were general, another third advanced, and the remainder distributed among specialized courses. Chemistry for nonscience majors, for students in allied health programs, for engineering technology students, and for chemical technology students were offered among an assortment of specialized courses, including chemistry to prepare students to take chemistry. Chemistry had the broadest array of specialized courses: Classes were found even in the chemistry of printing or the chemistry of textiles for students in occupational programs. The average was approximately 2.5 introductory courses per college and 1.7 advanced or specialized courses. Most instructors thought their courses were equivalent to lower-division courses at four-year colleges. However, more precollege or remedial courses in chemistry were offered than in any other discipline except mathematics.

The dropout rate in chemistry courses tended to exceed the average; only 78 percent of the entrants received grades. The combined lecture-laboratory mode of instruction was used in around four of five chemistry

classes, with only one in seven courses using lectures exclusively and only one in twenty relying solely on the laboratory. The instructional aids used in chemistry classes--scientific instruments, models, displays, transparencies, and so on--exceeded those in the other fields. Examination procedures relied less on multiple-response and essay questions, more on the construction of graphs, diagrams, and chemical equations. Chemistry tended to be taught by full-time faculty members, more than one third of whom had earned doctorates, a significantly higher proportion than among the community college faculty as a whole.

Earth and space science was offered at most of the colleges with geography accounting for 39 percent of the courses; geology, 30 percent; astronomy, 14 percent; and interdisciplinary courses, meteorology and climatology, oceanography, and limnology following in that order. Geology courses were most likely to demand prerequisites; geography courses, least likely. Colleges in the West had the highest number of offerings in all areas except interdisciplinary earth and space science. Most of the courses were designed for transfer students who were non-science majors; very few were for occupational students.

Class media in earth and space courses were likely to include field trips, and instructors strongly encouraged students to attend out-of-class events, including film presentations, lectures, and museum trips. Instructors in those courses tended to be dissatisfied with the textbooks, laboratory materials, and workbooks available to them and were more likely to develop their own materials than instructors in other fields. About half of them would have liked the students to be better able to handle the course material. Their goals reflected the goals of general education; they wanted their students to achieve qualities useful for

further education, understand the interrelationships of science and society, and gain the ability to relate scientific knowledge to real world systems.

Economics was offered in nearly all the colleges, with "Principles of Economics" the overwhelmingly most popular course. Business related, introductory, and technology-related economics courses were also found along with American economic history, and special topics. The "Principles of Economics" courses were designed primarily for transfer students, while the introductory courses for students who were not business or economics majors accounted for only a small percentage of enrollments. Only around half the courses carried any prerequisite. The college catalogues listed a considerably greater array of courses than were actually offered; 22 percent of the courses listed did not show up in the class schedules during the 1977-78 academic year. Males outnumbered females in the courses by about a five-to-three ratio.

Economics classes were taught primarily with the lecture-discussion mode. Instructors were less likely to use reproducible instructional media, more likely to use newspapers and problem books. The textbook, however, was the dominant form of reading material that students were expected to peruse. Quick-score tests, which were the most frequently found form of examination, were used in economics courses to a far greater extent than in the other social sciences. The instructors were less likely to hold a doctorate, more likely to be part-timers. As a group, they tended to take traditional approaches to the teaching of their textbook-dominated courses. Few of them had developed distinctive courses to make economics an attractive elective for all categories of students.

Engineering accounted for 20 percent of the total number of courses offered in the sciences in 1977-78. Electrical and electronic technology was most frequently found, followed by mechanical engineering and engineering graphics and design. About seven of every eight colleges offered engineering courses. Much of the engineering was directed toward students in associate degree technology programs. The engineering courses carrying transfer credit usually were confined to pre-engineering, engineering drawing, descriptive geometry, surveying, and strength of materials. Textbooks were the dominant instructional form.

Ethnic and area studies never gained the popularity in community colleges that they did in the universities. Even during the late 1960s, at the height of minority students' demand for courses centered on their own culture, only around 20 percent of the colleges ever organized such courses. As that demand subsided in the 1970s, the courses faded away with it. Black studies was the most commonly found course group in this area, with most of the courses in Afro-American history or history of Africa and in literature by and about blacks. Chicano studies programs were also found in colleges in the Southwest enrolling high proportions of Mexican-Americans. A scattering of courses on American Indians was also seen. However, even though the community colleges enrolled more than half the minority students; in all higher education, the entire ethnic studies group enrolled only a miniscule proportion of students.

Area studies fared even less well in number of students, although courses in cultural geography were offered in 22 percent of the colleges, ethnic studies were offered in only 15 percent. However, cultural geography was dropping fast: enrollments decreased by 15 percent between 1975 and 1977. A few colleges also offered programs in women's studies,

but despite the 1970s publicity given to the women's movement, this curriculum area was not widespread. Most of the changes occurring in the study of special areas, ethnic minorities, and women seem to be taking place within the framework of the traditional history and literature courses, although even there, enrollments declined sharply during the period under consideration. American studies never developed in the community colleges; only around 3 percent of the institutions offered such programs. Although the community colleges had a tradition of developing programs for people with special interests, ethnic and area studies seemed never to have got off the ground. Perhaps, the special interests of community college students ran too much toward the pragmatic.

Foreign languages were taught in 80 percent of the colleges, a figure constant in studies dating back to 1960. Although the teaching of foreign languages was predominantly to fulfill requirements for students transferring to universities, numerous specialized courses for particular purposes have been offered or suggested: Spanish for social workers; scientific German; Italian for opera lovers; French for chefs; Spanish for police officers and for nurses. Even though the colleges did build a few such courses, their enrollments tended to rise or fall depending on the foreign language requirements imposed by the universities to which their students hoped to transfer. Foreign language enrollments increased during the 1970s but by no means at a rate comparable to the increase in community colleges' enrollments in general.

Spanish was the most commonly offered language, accounting for more than half the total enrollments in the foreign languages. French was a distant second and by 1977 had been overtaken by English as a second language (ESL); each accounted for around 17 percent of the language

enrollments, but English as a second language was growing rapidly, whereas French was merely holding its own. German accounted for 8 percent of the language enrollments. No other language had as much as 2 percent of the enrollment, although Italian was offered in 13 percent and Russian in 7 percent of the colleges in 1977. In general, the study of languages other than Spanish and English as a second language seemed to be drying up during the 1970s. Unable to find enough students even to make a full load for a language teacher, many colleges dropped language study altogether, except for a course or two in conversational Spanish offered as a noncredit elective and taught by a part-time instructor. The colleges were well equipped with language laboratories, and the language instructors reported few problems with access to audiotapes and other equipment useful as teaching aids. But student priorities and institutional requirements conspired to reduce the variety in languages offered.

History requirements were reduced in many states in the 1960s and 1970s as community colleges tended less to be affiliated with the secondary school systems. Accordingly, enrollments in history dropped as a percentage of total college enrollments, falling by more than 8 percent between 1975 and 1977. History was offered in more than 90 percent of the colleges, but 55 percent of the courses offered and 83 percent of the enrollments were in U.S. history and world civilization courses. The remaining courses and enrollments were divided about equally between state and local history; the history of other world regions; the history of special groups, such as ethnic groups or women; and social history, including history of the family. These types of courses were found in around one fourth of the colleges, mainly the larger ones.

History instructors tried many innovative ideas in their efforts to maintain enrollments and stimulate interest in their courses. History lends itself well to teaching by television, and examples were also seen of history courses that used the local newspaper to present the lessons and of courses that were taught by radio. The content, too, had been modified in some of the specialized courses to make them more pertinent to student interests; major themes had been related to students' life experiences, and local history had been taught successfully. But with a few options, the history curriculum was gravitating toward the surveys of Western Civilization and surveys of U.S. history.

Humanities taught as an integrated or interdisciplinary course, has long been advocated, but until the 1970s it had not been widely seen in community colleges. The intent of the integrated humanities offerings was to present the history, philosophy, art, music, and literature of an era to students who might not otherwise take courses in any of those disciplines. A problem in developing such courses was that few community college instructors had been trained in the several areas basic to an integrated course; team teaching was difficult to arrange because of the variant perception of course material and differing personalities involved. The issue of what to include also dogged course development, because any one course cannot possibly cover the art, architecture, philosophy, religion, economics, agriculture, music, war, fashion, government, literature, and science of a culture without being superficial. Even so, some theme-centered courses were found along with others that attended to the broad sweep of civilization.

During the 1970s, the number of students completing requirements for the associate in arts degree dropped precipitously as a percentage

of the total community college enrollment, and the specialized classes in various disciplines within the humanities shrank as insufficient numbers of students appeared to fill them. Teachers of literature were reassigned to teach grammar and composition, but many instructors of philosophy, religion, art appreciation, and languages other than Spanish were left without enough classes to make up a full schedule. For this reason, and because many instructors and administrators wanted students to at least be introduced to the breadth and richness of the humanities, the 1970s saw a flourishing of integrated courses. Between 1975 and 1977, enrollments in integrated humanities courses increased by 7 percent, while enrollments in the disciplines that they comprised fell: literature by 13 percent, history by 8 percent, music appreciation by 10 percent, philosophy by 8 percent. The integrated courses had cannibalized enrollments from the specialized courses, or, put another way, had salvaged some semblance of the humanities in an institution that was pursuing other goals more vigorously. Were it not for the tendency of most colleges to allow students to meet the requirements in humanities by taking any two or three from a list of twenty or thirty courses, the integrated classes might have fared even better. Many of the courses were being taught quite imaginatively, with widespread use of television, modular instruction, small group discussion sessions, and other media. And many of the televised courses prepared by community colleges for their own students have been made available for export to other institutions. The integrated courses seemed destined to flourish.

Literature courses suffered a severe decline in the 1970s. More instructors taught literature than any other humanities discipline, but only because most English teachers offered one literature course per

term and taught three or four composition courses to fill out their load. Although they usually favored teaching literature over composition, there were not enough students to make up a full program in teaching for any one instructor lest other instructors be relegated solely to composition. Literature teachers held far-reaching goals for their students, wanting them to understand the relations between literature and their own lives, to gain imagination and understanding, and to acquire the power to use language for a purpose. They tried to engage students' interest in literature classes by allowing them to act out literary works and by emphasizing contemporary writings. But little seemed to help; literature enrollments dropped along with the percentage of transfer students.

Introductory courses in literature, usually surveys of American, British, or world writings, made up around 60 percent of the total literature curriculum and enrolled about two-thirds of the students of literature. Courses in one or another genre (poetry, fiction, drama) were the second most frequently offered courses, with about 15 percent of the students. Other kinds of literature, including courses in particular authors; the literature of certain groups, such as minorities or women; the Bible as literature; popular literature, including science fiction and the occult; and the classics, accounted for around one fourth of the courses and the enrollments. These types of classes were often offered for continuing education students, and in many colleges they flourished. However, overall, enrollments in literature declined markedly from 1975 to 1977 with classics dropping by 45 percent; group literature by 24 percent; popular literature by 19 percent; the literature of special authors by 13 percent; and genre courses by 9 percent.

Courses in the Bible as literature rose by 2 percent; but enrollments dropped by 13 percent. The efforts to restructure literature courses around student interests were not successful in attracting a sizable percentage of community college enrollees.

Mathematics was among the most widely offered subjects. Nearly all the colleges presented one or more courses in introductory and intermediate mathematics; however, nearly one third of all the mathematics taught was at a prealgebra level. The math curriculum tended to be highly structured, with most courses standing as prerequisites for more advanced courses. But although the courses for math majors required completion of certain courses in high school, placement examinations were not frequently used. The tendency away from second year or advanced courses that afflicted other disciplines was seen in mathematics as well; one out of every five mathematics courses listed in the catalogues was not offered during the 1977-78 academic year.

Initial enrollments in mathematics courses averaged twenty-eight students, but the course completion rate was the lowest for all the disciplines: Fewer than three in four students completed the courses. Courses were tailored for different groups of students--about equal numbers of classes for transfer students majoring in the sciences, nonscience transfer students, and occupational students. The traditional classroom lecture format dominated mathematics instruction, although a sizable percentage of colleges had laboratories and tutorial assistance for students who were falling behind in course work. Many of the remedial classes were taught by part-timers, often secondary school teachers working overtime at the community colleges. Only 8 percent of math instructors held the doctoral degree.

Music appreciation was offered in 70 percent of the colleges. Few colleges required any type of music course for graduation, but in many of them a course in music appreciation could be used as a general education humanities requirement. Enrollments in music appreciation courses declined 10 percent between 1975 and 1977. Music appreciation tended to be offered in three areas: the introduction to music or survey of musical forms; jazz; and special topics, such as the history of rock and roll or black American music. Introductory or survey courses dominated, with over 90 percent of the enrollments. However, there was an increase in enrollments in jazz and specialized music, suggesting some interest in music appreciation courses that fit students' own concerns.

Natural sciences, like humanities, have been offered in interdisciplinary modes for several decades, and they, too, expanded during the 1970s as students needing only one course to fulfill a general education requirement in science tended to take them. Another impetus to the development of interdisciplinary natural science courses was the widespread interest in ecology. The goals of interdisciplinary natural science courses usually centered on bringing students to an understanding of the interrelationship of science and technology with society.

Interdisciplinary courses tended to be taught by experienced faculty members; 92 percent of the instructors were full-timers. Because the courses were usually for students seeking to fulfill general education requirements in science, rather than for science majors, instructors felt less constrained to require mathematics or other science courses as prerequisites. They used a wide variety of instructional materials, including workbooks and other aids that they themselves constructed. They also involved students in field trips to museums, exhibitions,

arboretums, and natural sites. Although these courses seemed feasible for inclusion in compensatory education programs, few of them were designed with students of low ability in mind. Most drew on the scientific disciplines, but related them to environmental conditions and world problems.

Philosophy courses were found in about two thirds of the colleges. Put another way, one third of the community colleges in America offered their students no chance to study the queen of all academic disciplines. Their students may have been concerned with questions of ethics and values, but they could not find courses in which those questions were addressed from the standpoint of formal philosophy. In the institutions that did offer philosophy, 56 percent had courses in introduction to or history of philosophy; 23 percent in ethics; 26 percent in logic; 18 percent in religious philosophy, and 19 percent in special topics, such as existentialism, Indian philosophy, or philosophy and modern life.

Enrollments in philosophy declined during the 1970s, showing a drop of nearly 8 percent between 1975 and 1977. However, enrollments in philosophy courses in special topics increased during that same period. Medical ethics and government ethics, courses for students with particular concerns, increased, while courses in the philosophy of religion and the history of philosophy declined. Philosophy instructors who capitalized on student interests were apparently able to build attractive courses and maintain their enrollments. The success of courses in medical ethics for allied health students offers an example. Similarly, courses in business ethics proved attractive to students in other occupational programs. But in those institutions where philosophy was taught solely with traditional content and format for students wishing to use the

courses for degree credit, the discipline showed a marked decline. Philosophy did not lend itself well to innovative media; most courses were taught through the traditional lecture-textbook method.

Physics courses tended to be differentiated according to the types of students served: physical science and engineering majors, majors in the other sciences, students in the technologies, students in allied health occupations, nonscience majors, and students preparing to enter any of these fields. Around 90 percent of the colleges offered some course in physics, but only around half the colleges had physics courses based on the calculus. Colleges offering physics produced an average of nearly six courses, each with around ten lecture sections and ten laboratory sections presented. One third of all physics courses were noncalculus general physics; one quarter, calculus-based engineering and general physics; one fifth, technical physics; and one sixth distributed among nonscience, allied health, and preparatory groupings.

Because physics was offered in a variety of courses for career students and nonmajors, the course completion ratio was better than for any of the other sciences except agriculture; 88 percent of students completed the courses. The field was male dominated, being only 26 percent female. Classes tended to be taught by the lecture-laboratory method; a relatively low percentage used reproducible media. Instructors tended to want their students to gain acquaintance with concepts of the discipline. They graded their students on the results of quick score tests and essay examinations and four out of five included mathematical problems. Faculty members in physics tended to be more highly trained than in most other fields: Nearly one third held doctoral degrees, and more than 40 percent had been teaching in two-year colleges for more

than ten years. More than half would prefer students who were better able to handle the class requirements, while 40 percent deemed that stricter prerequisites for admission to class were desirable. Better placement procedures seemed warranted along with the comprehensive noncalculus-based physics courses that would teach elements of this essential discipline to the rank and file of community college students.

Political science course enrollments showed an increase of 4 percent between 1975 and 1977, reflecting less an increased interest in the study of that discipline than the maintenance of requirements that students take a course in American government. Although courses were offered in state and local government; comparative government; foundations of political science; and topical issues in government, American government courses dominated the field, with around two thirds of the political science enrollments found in that category. And although nearly all the colleges offered some course in political science, fewer than half offered anything other than American government. Around 40 percent presented courses in state and local government or in jurisprudence; around one fourth offered a course in foundations, comparative governments, or some topical area in political science.

Courses in political science that required extensive reading or preparation of a research paper suffered enrollment declines in all areas except where they were required for completion of a student's program. Course content was somewhat modified to reflect contemporary student interests, but course titles and teaching formats remained traditional. Courses centered on specific measurable objectives and/or mastery learning techniques were seen occasionally and where they were, they attracted students, as did courses dealing with the politics of

special groups such as women and minorities. However, the relatively low percentage of colleges offering courses in areas other than American institutions suggests that the range of political science courses available was limited.

Psychology was one of the most widely taught academic disciplines; virtually every college in the nation offered at least one section of psychology at some time during the academic year. However, over 40 percent offered nothing other than general or developmental psycho logy, with general psychology accounting for 56 percent of enrollments. Educational psychology declined in most colleges, but courses in abnormal psychology showed an increase. Personality adjustment, social and industrial psychology, contemporary issues, physiological psychology, and experimental psychology declined.

Elementary, or general, courses in psychology demanded few or no prerequisites, but statistics was often required for the advanced courses. Class time was occupied primarily with lectures and class discussions. Guest lecturers were used in 25 percent of the classes, and reproducible media were found in more than 80 percent. Classes tended to be based on textbooks and supplemental readings, but almost 30 percent of the instructors recommended that their students do volunteer work on community service projects outside class.

Religion was taught by itself and in courses combining religion with philosophy and ethics. Understandably, religious studies courses were more prevalent in private two-year colleges, especially those affiliated with religious denominations. In public institutions the teaching of religion before the 1970s was a sensitive subject, administrators fearing doctrinarian courses. However, the more recent interest

in Eastern religions and in the Bible as literature gave rise to a variety of religious studies instruction. By 1977, religious studies in philosophy dominated the portion of the curriculum concerned with religion, followed by general religious studies courses, the study of texts, and specialized courses, such as primitive or Eastern religions. Some study of religious texts was included in literature courses, but overall, the study of religion in community colleges was quite attenuated. Few public institutions had departments of religious studies; in most, where religion was presented, it was through the philosophy department. Only 45 percent of public colleges offered any course in religion.

Sociology was offered in nearly every community college in the country; general sociology or principles of sociology courses accounted for 57 percent of the enrollment in that area. Other types of courses usually centered on social problems or on marriage and the family. Sociology enrollments were greater than all other disciplines in the sciences except mathematics, psychology, and biology.

The average sociology section enrolled thirty-five students, of whom twenty-nine completed the course. The largest amount of class time was spent lecturing, with guest lecturers appearing in 39 percent of the classes. Sociology instructors, who tended to be satisfied with their texts, assigned more pages of textbook reading than in any other discipline in the sciences. Most of the instructors wanted their students to learn to relate knowledge acquired in class to real-world problems, and they tended to hold critical thinking as a primary course goal. Even though more than half the faculty would have preferred better students, only 23 percent were in favor of stricter prerequisites for admission to class. The sociology courses that were offered usually paralleled those

found in senior institutions, and the few innovative courses that were tried tended to attract students who were more interested in contemporary social issues than in obtaining credits applicable to a degree.

Theater history and courses in film appreciation were found in more than half the colleges. However, theater history was declining, while considerations of film increased. Most students who took theater and film appreciation courses did so in order to fulfill a humanities graduation requirement. Two-year college courses in film were usually transferable for full credit, as the senior institutions had also begun programs in that area.

The courses in introduction to theater usually included live drama. Students read scenes aloud in class, listened to recordings of plays, and attended local college or community theater productions. The film appreciation classes naturally included film viewing as a course requirement. Many colleges offering film appreciation had their own film libraries; others rented films for student viewing. Both film and theater presented opportunities for interdisciplinary approaches to learning. The film appreciation courses seemed well on their way to continued growth because of their transferability and because of student familiarity with and interest in the medium. They were also popular because they tended to demand less student writing.

Table 1

Percent of Class Time Devoted to Activities, Total Sample

Activity	Percent of Instructors Using	Percent of Class Time by Instructors Who Used Activity	Percent of Instructors Using	Percent of Class Time by Instructors Who Used Activity
Own Lecturers	96%	46%	94%	48%
Guest Lecturers	25	7	12	6
Student Verbal Presentation	49	17	25	10
Class Discussion	91	23	81	18
Discussing/Lecture Media	68	14	46	9
Simulation/Gaming	19	10	10	9
Quizzes/Examinations	87	9	88	11
Field Trips	14	6	10	7
Lecture/Demonstration Experiments	--	--	29	11
Student Laboratory Experiment	--	--	34	33
Laboratory Practice Exams/Quizzes	--	--	19	
Other	11	29	13	38

Source: CSCC, 1978.

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